# The Library Binder

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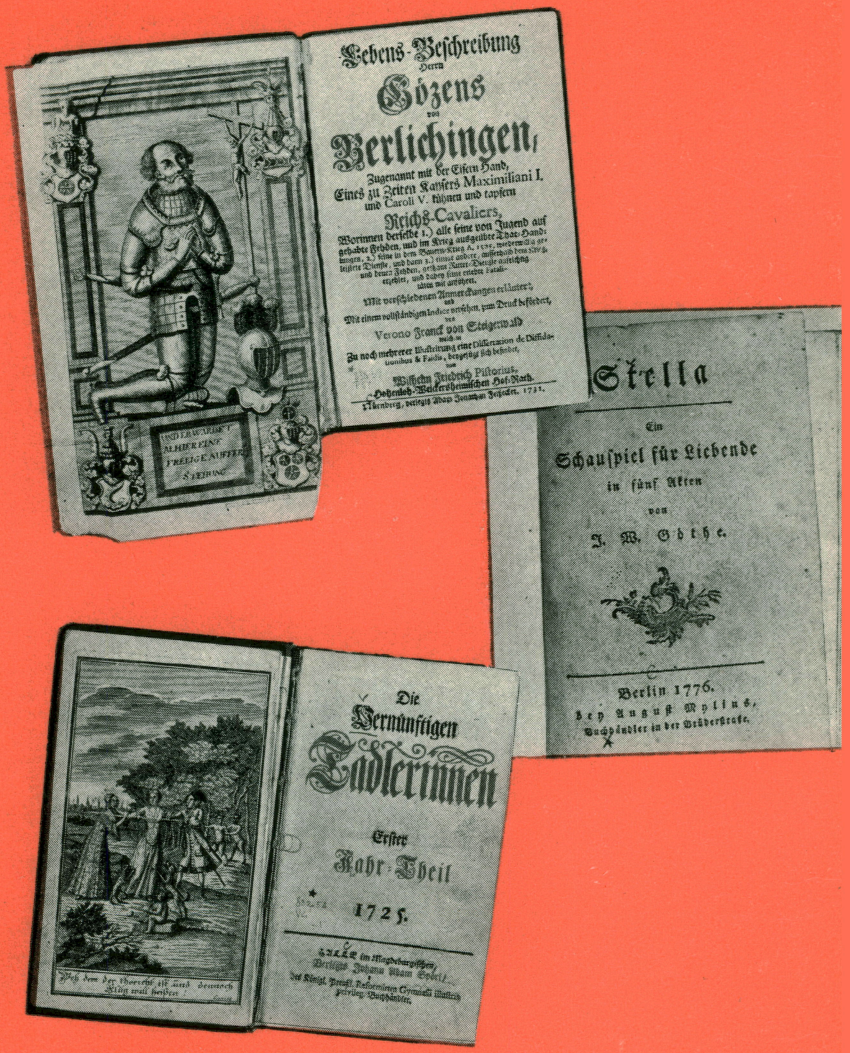
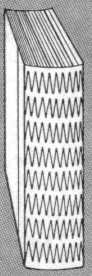
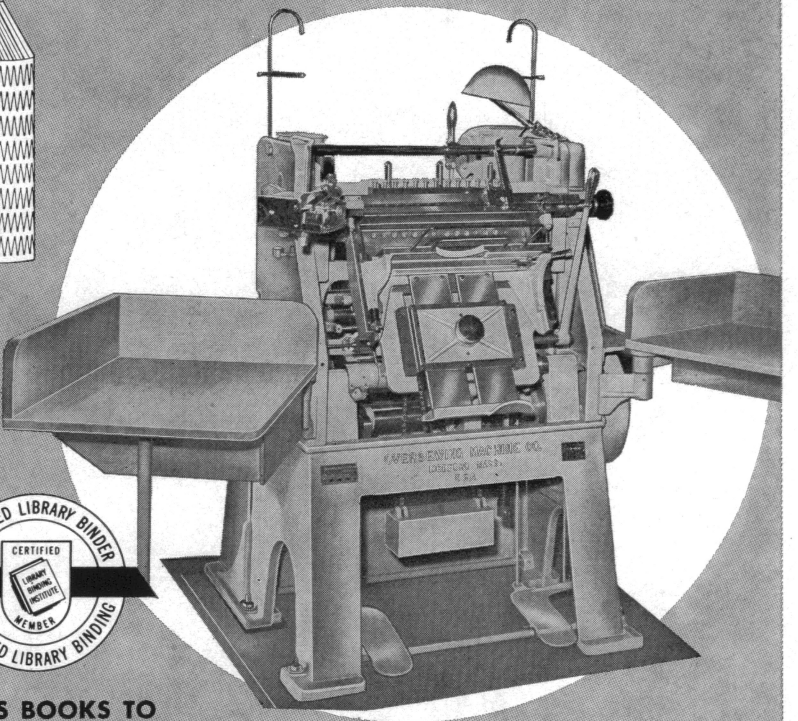



**Long "Lost" Scherer Library "Refound"**—*Cliff Miller*—(See page 21)
One of the hand-colored plates illustrating theses of Goethe's anti-Newtonian theory of color—from a three volume set published in Tübingen, Germany, under the title, "Zur Farbenlehre" . . . Goethe's "Stella," published in Berlin, 1776. It is an early play about a marital triangle with the sub-title, "Ein Schauspiel für Liebende," or "A Play for Lovers." . . . Frontispiece and title page of "Die Vernünstigen Tadlerinnen," a periodical edited by Gottsched, 1725 to 1727. One of two volumes published in Leipzig, and considered an imitation of the English moral weeklies, Spectator and Tatler.

# Cornerstone of Library Binding





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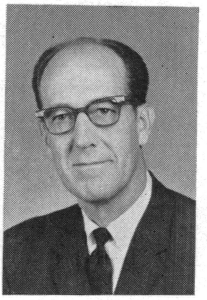
# "IT TAKES TWO TO TANGO"

By Jay Crawford

*President, Library Binding Institute*



On September 26, 1966, there was a Board of Directors' meeting held in Boston, which was attended by all board members plus other members of the Library Binding Institute. It was a very enthusiastic and hard working meeting in which many problems of our industry were openly discussed, particularly how we can improve customer service.

In the past, operating a bindery has been a most pleasant and rewarding vocation. Our customers are personable, informed and cooperative. However, we are becoming increasingly plagued with a host of conditions which have complicated our primary duty of rendering service to our customers. It is important for school people and librarians to know about these conditions, for the degree to which a schoolman or librarian and his binder understand each other's problems affects the service which a binder can render to his customer.

Many of our problems stem from conditions over which neither we nor our customers have any real control. Most library binders are like other businesses, with a core of reliable employees carefully trained over the years in the skills necessary to perform their jobs effectively. Ordinarily, as business increases, new help is hired and trained in a planned, logical manner; however, the problem with which we are now faced is the tremendous demand for library binding as a result of the increase of funds through Federal grants. Occurring at a time when there is a critical shortage of skilled labor, some binders have found it difficult to recruit and train help fast enough. Nor have the suppliers of equipment been able to expand production enough to fill all orders for new machinery.

We have responded to the challenge of increased demand to a degree which most people would have deemed impossible a few years ago, but we feel that perhaps more can be done for our customers by closer cooperation between librarians and binders.

This is true in two particular areas: First is in the matter of scheduling shipments to the bindery. Most binders are equipped to operate fifty-two weeks a year, with one, two and (in some cases) three shifts a day. Some schools and libraries do not realize the importance of this and do not schedule their binding requirements accordingly. In the past few years great strides have been made, especially in schools, in the direction of librarians sending more rebinding to their binder in the winter months, but many feel much more could be done. In the summer months a great many binderies are inundated with work far beyond their normal capacity.

If librarians, purchasing agents and school superintendents worked with us on a year-round basis, we could develop a realistic schedule which would satisfy our customer and enable us to plan our operations for the most effective utilization of our facilities. We, in turn, could give faster and better service and, I believe, a better product. This is easier to do than it might appear. A library or school should establish a close affiliation and working relationship with its library binder so that, in effect, the bindery is an extension of their facilities. In this way, there can be a continuous flow to the bindery and back to the library or school. Work can be scheduled according to the customers needs and the binder's production facilities. In other words, it is almost impossible for the library bindery to operate on a six, eight, or even a 10 month basis. The type of help we must employ today to operate the more technical equipment and the terrific cost of training this help is much too costly for us to be idle 15 or 20% of the year.

Scheduling work to the bindery is not the only area of concern. Other aspects enter into the relationship between binder and customer. For example, I have heard reports where some schools today are processing payment of invoices that are several months old, in some cases ten months or even a year old. Many successful, intelligent businessmen will tell you if you carry an invoice for one year your profit is, on this particular transaction, gone, and this, of course, makes it economically impractical. This is costly to any business, especially in the present period of tight and expensive money.

Library binders have responded to the challenge of increased demand by expanding facilities and increasing their investment in plant and equipment in order to render better service. We do this because we have an obligation to our customers which we try to fulfill as effectively as possible. Schools

and libraries, by cooperating with their binder, can expect and will receive better and more efficient service. This is not difficult to do. Anyone can figure how efficient they are with their rebinding program by making an audit of their binding or purchasing practices by checking a list which appears in this issue. I believe it would be beneficial, and as President of L.B.I., I suggest it to librarians and purchasing agents as a means to check their procedures.

As citizens and taxpayers, we have a serious responsibility to insure that the great expenditure of our national wealth for education is wisely and efficiently used. Libraries and library binders must make certain that library collections are maintained at a maximum reader level—at the lowest possible cost.

## A BIG STEP FORWARD

The attention of publishers of periodicals and librarians is called to the Proposed American Standard for Periodicals: Format and Arrangement. The sponsor is the Council of National Library Associations and the final draft was prepared by a Subcommittee of Z-39 appointed by Jerrold Orne, consisting of:

Mrs. Anne J. Richter, Chairman (Director, Book Editorial Dept., R. R. Bowker Co.)

Forrest F. Carhart (Director, Library Technology Program, ALA)

John E. Duncan (Journals Manager, University of Chicago Press)

Barron Franz (Chief, Periodicals Division, New York Public Library)

Mrs. Marie Goff (Formerly Librarian, E. I. Du Pont Technical Library)

Mrs. Eileen Graves (Formerly Editor, Ulrich's International Periodicals Directory)

Ellis Mount (Librarian, Engineering Library, Columbia University)

Harold Oatfield (Head, Technical Information Services, Chas. Pfizer Company, Inc.)

James L. Wood (Librarian, Chemical Abstracts Service)

Of particular importance is Section 3.5, which reads as follows:

"3.5 Margin width is critical. Insufficient margins result in the loss of material in trimming and binding. It is recommended that the inner margin of pages be not less than three-quarters of an inch, preferably a full inch. Other margins should allow for trimming."

One of the most extensive binding jobs is the binding of volumes with inadequate inner margins. We hope that all publishers will follow this Standard; for, in doing so, libraries will save substantial sums in the binding of periodicals.

## MARJORIE GUNN RETIRES

Following the December meeting of the Library Binding Institute in New Orleans, Mrs. Marjorie Gunn will retire from her position as Executive Secretary of the trade association.

Mrs. Gunn has served with LBI for more than eleven years and has not only been responsible for keeping the records, but also for preparing and distributing the huge amounts of literature which pass through the office each year. In addition, Marjorie has had the responsibility for answering the routine correspondence and keeping the mailing list up to date, as well as preparing much of the copy to be included in The Library Binder.

Other duties have included attendance at each and every meeting, including all arrangements with convention hotels—a job which everybody will agree has been superb. Moreover, at the meetings she attends all sessions, taking the notes which are later included in the meeting report which she herself prepares.

Educated at the Whitefield and Hanover, New Hampshire Public Schools, she continued her education at the University of New Hampshire and Burdett Secretarial College in Boston. In addition, Mrs. Gunn has attended institutes for Organization Management at Yale, Michigan State and Syracuse University. Her husband, Edward M. Gunn, is associated with Shreve, Crump & Low Company of Boston, and her son, Richard E. Coombs, is presently in training with the United States Air Force.

Marjorie is active in the Boston Society of Association Executives, as well as a number of church groups where she is a member of the choir, Woman's Society and Offiicial Board.

As Executive Secretary, Marjorie has done a great deal of work for LBI, above and beyond the call of duty. We at the office and all the members of the Institute will miss her greatly in her dual role—executive secretary and friend.

# LIBRARIANS, BINDERS, AND MAINTENANCE

By HUMPHREY G. BOUSFIELD

*Librarian of Brooklyn College, The City University of New York*

The maintenance of library material depends very largely upon the librarian and his binder and the degree to which they work together in this common interest. The chief librarian's responsibility for maintaining the collection may be said to start with so elementary a matter as the setting up of effective binding preparation procedures in his own library. Binding preparation can be, and usually is, done by competent, well-trained non-professional assistants. In fact, the work usually goes on so automatically, as far as the librarian is concerned, that he generally relegates thoughts on binding to the far recesses of his mind, just as the work is often put in far-off places in his building. It is unnecessary for the busy administrator to concern himself, continuously, about what happens "in binding." However, as the chief librarian is responsible for the total library operation and for maintenance, an occasional hard look at binding might be advantageous.

In addition to occasionally seeing the actual work of binding preparation, the librarian might look into such matters as contracts and qualifications of the library's binders. He might ask the binding supervisor about competitive prices and check on the quality of the work. He might see if the binder returns material in a reasonable length of time and whether better scheduling of work to go to the binder might result in faster delivery; whether there is communication between the library and the binder. The chief librarian might see if there has been developed in his library a smooth-running system at all levels of binding-preparation and find out if his librarians exercise professional judgment on binding decisions at appropriate steps in the procedure. He might consider standardizing color and format for various periodicals—still another cost saver. If the librarian is willing to give more than an occasional thought to binding, there are such far-reaching matters as continuing pressure on publishers of books and periodicals for adequate margins, and the development of criteria for determining binding budgets.

If the average head librarian is not directly concerned with binding in his own library, there are librarians who have a deep interest in overall binding problems, who spend much time on committee work dealing with this subject. These are the members of the ALA Bookbinding Committee and those concerned with the ALA Library Technology Project and, in the past, the many librarians who served on the Joint Committee of ALA and the Library Binding Institute. All have been concerned, and still are, with a multitude of library binding problems, many of them technical in nature which must necessarily involve LBI. These librarians and agenices have greatly influenced library binding.

There have been many industry-wide changes in library binding conditions over the last thirty years. Before 1935, the year the Library Binding Institute was formed and the year that the first Joint Committee of ALA and LBI was appointed, conditions in the industry were chaotic. There was no Standard for library binding to which the binders should adhere. The quality of bookbinding varied widely and librarians seldom knew whether a rebound book would stand up under heavy use. With no trade association and no specifications or standards, library binders generally charged all the traffic would bear for uneven quality, and libraries suffered greatly. There are, of course, still problems that concern librarians and binders, but they are of a different character. The problems are fewer because of accepted standards. Chaos still exists in the case of publishers' library editions.

LBI Standards have been evolving over many years with librarians and binders cooperating in a remarkably close manner. Summaries of historical developments have appeared from time to time in THE LIBRARY BINDER; and the literature of the library profession contains many references to specifications and other problems and efforts to solve them. Credit for some quite successful work in this area should also go to successive members of the Joint Committee mentioned above, which operated from its initial appointment in 1935 until its demise in 1954. The Joint Committee inspired a spirit of cooperation perhaps unprecedented in the library profession.

I had the pleasure of being associated with library binders from 1948 to 1952 when I was chairman of the Joint Committee. Here, I cannot resist the temptation to reminisce and repeat some observations made some years ago for THE LIBRARY BINDER.

I recall that Pelham Barr was then Executive Director of LBI when I became Chair-

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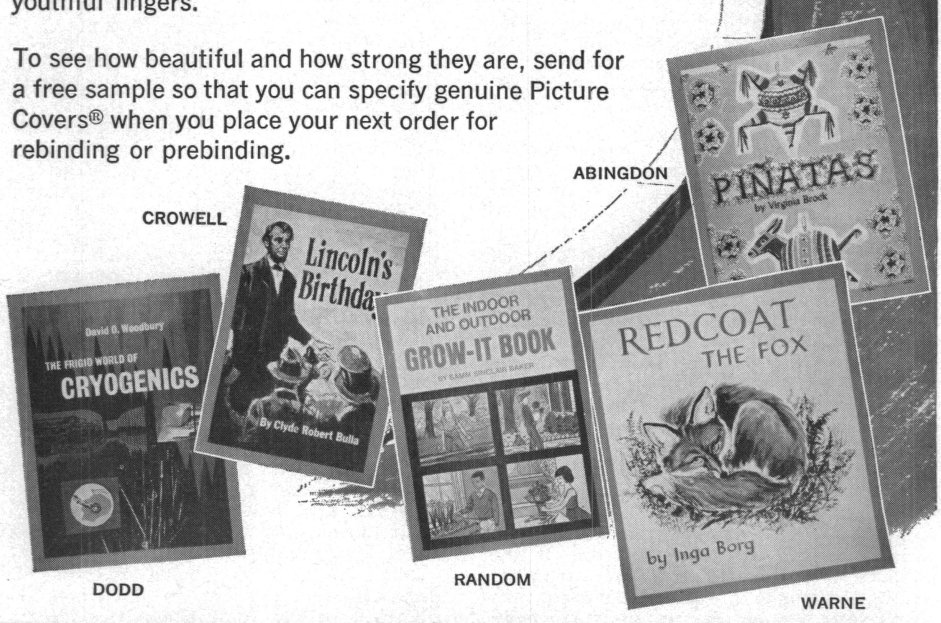


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the first to hold this office, which he did until his death in 1948. The library members were Leo R. Etzkorn, Harry L. Gage, and John Adams Lowe; the LBI members J. Howard Atkins, Lawrence D. Sibert, Oscar Schnabel, and J. Vernon Ruzicka.

At the time I came on the Committee as its Chairman, it met approximately every month at the Chemists Club in New York City because Pelham Barr was a member of the Club. I well recall my first meeting with Pelham Barr. My strongest impression of this first meeting was his emphasis on freedom from dictation, independence of thinking, and his willingness to resign if anyone did not like his actions. Mr. Barr, not himself a librarian, became rather well known to librarians—in name, at least. He recognized the importance of keeping binding matters before librarians, and THE LIBRARY JOURNAL frequently carried his short articles on library binding.

The committee members were impressed with what Mr. Barr had accomplished. As Milton J. Ferguson, Librarian of the Brooklyn Public Library, said in his warm obituary on Mr. Barr whose death occurred in 1948:

> The job to which Barr devoted the last twelve years of his life, and which brought him into the orbit of the librarian, was, of course, the creation and development of the Library Binding Institute. How many librarians, how many bookbinders, remember clearly the conditions which obtained in the craft in the year 1935? Binders were not too gracefully cutting each others' throats . . . Librarians were praying for good luck and bargains without knowledge of what they should get and what it would cost them.

What Mr. Barr accomplished in establishing a national trade association still affects librarians and binders.

After Pelham Barr's death, Earl W. Browning assumed the executive directorship of LBI and carried on with vigor. He established the first separate office for LBI. It was located on Fifth Avenue opposite the New York Public Library. Browning was the retired librarian of the Peoria Public Library and previously had been a member of the Joint Committee. Mr. Browning continued Pelham Barr's practice of submitting brief items to THE LIBRARY JOURNAL, but he did more than this. It was he who pushed to completion a long-contemplated brochure prepared under the direction of the Joint Committee by Earl W. Browning and Louis N. Feipel, which was published by ALA in 1951 under the title "Library Binding Manual." The Manual was well received by librarians and binders.

In those early days, Earl Browning and the Committee were engaged with a number of the Joint Committee. An effort was made to tighten up the organization, with the binders proving their responsibility and reliability by pledging themselves, through membership in the LBI, "to conduct their business fairly as set forth in the Pledge of Fair Dealing." I think I am right in feeling that his effort was a salutary one and that the tightening up was of great benefit to the binders; it certainly was to librarians.

Standards of binding were of great concern to the Joint Committee. In a short article that I submitted for publication in THE LIBRARY JOURNAL in 1948, I stated that it was possibly no exaggeration to say that most libraries, in their conservation and binding, are directly or indirectly affected by the work of the Joint Committee of the ALA and the LBI. At that time, thirteen years after its establishment, the work of the Joint Committee had, I believed, come to be taken for granted. A silent revolution had occurred in the standards of library binding.

It might be well to remember that the Joint Committee (now that it no longer exists) dealt only with matters which involved relations between librarians and members of LBI. The Joint Committee was nothing like any other library association committee, or even like any other joint committee of two organizations. It was in many ways unique because it represented a definite program in which a group of buyers worked through a group of sellers to maintain standards of workmanship and business ethics. Through this program, ALA representatives on the Committee exerted far-reaching power in the binding field, since they alone decided whether a bindery should be certified. Though the Committee did not have actual control over binders who were not members, because the program maintained standards for the most important part of the industry it had a beneficial influence on the rest.

In my experience as Chairman of the Joint Committee, I can recall the wide and open exchange of views on many matters of mutual concern. The plan was successful because the two groups felt mutual respect and understanding. It is interesting to think of the many projects that came before the Committee. Microfilming was beginning to be of some concern to binders, as well as storage binding. We were just coming into the years when post-war material shortages were becoming less acute. Binderies were beginning to catch up with their abnormal backlog, but they still lacked sufficient trained personnel. In the four years of my chairmanship, we were constantly faced with the problem of continuing increases in the cost of materials and labor. The Committee alerted librarians to the need of anticipating these increases in planning budgets.

In the Joint Committee, we were concerned

and binders, and with the preparation of specifications that became known as the Class A Specifications for Library Binding. There were still adjustments to be made as a result of the War. Materials that binders must have were scarce and the cost was steadily rising, as were wages of bindery employees as unions gained in strength. Binderies were forced to pass on increased costs to their customers. Control of quality was still unsettled.

I have regretted the discontinuance of the Joint Committee and share the opinion of LBI expressed by its Executive Director, Dudley A. Weiss, who has said:

> In retrospect, the discontinuance in 1954 of the ALA-LBI Joint Committee was a mistake, for it destroyed the machinery for a close liaison between ALA as representative of librarians, and LBI of binders. Since then our relationship has been quite tenuous, and one-sided, with LBI furnishing information with very little feedback. On the other hand, LBI has worked with individual librarians and has become the center and source of information on binding.

Many old problems are being tackled with new approaches. Among the old problems is the need for an adhesive effective for binding less-used material, a matter that the ALA Bookbinding Committee has been concerned with since the mid 1950's. LBI has been equally interested. In addition to less-used material, there was the question of binding paperbacks which later came in ever-increasing quantity. Paperbacks hardly fall in the "less-used" category, but their low initial cost did not justify binding under the LBI Standard. The less expensive adhesive process came to be called, for some unknown reason, "perfect binding." (Presumably publishers found the process satisfactory for trade editions because it was cheap, even if it did not hold up. The method was perfect for them.) Perfect binding left much to be desired for libraries, and the process continued to present problems.

Testing was also a problem. ALA and LBI recognized the need for testing and both reported that progress in adhesives was being hampered by the lack of it. At that time, it is true there was little testing, although some had been done for LBI.

A number of surveys had been made by LBI to complement its testing programs. It had conducted three broad surveys on library practices, relating to the maintenance of materials. The first was made in 1954 under the auspices of the Joint Committee. This survey was repeated in substantially the same form in 1960. The third was in 1964. It is interesting to note that while questionnaires were sent to 737 public and 572 college and university libraries, the number of forms returned was 189 and 166, respectively.

Within the last half dozen years the whole matter of library binding has been subject to re-examination. The old specifications were written in terms of materials and methods. There are some who think that requirements and performance are more important. The subject is still generating considerable heat as this is written in 1966. In any case, performance standards and acceptance tests were thought to be needed, and the kind of testing needed went beyond the financial resources of library binders or their trade association, and beyond the resources of ALA.

Providentially, the Council on Library Resources came into being in 1956 with generous financing by the Ford Foundation. The Council wisely decided that a program of research was a prerequisite to further considerations of maintenance of library material. The two-fold core of this problem was, naturally, quality of paper and methods of binding. Now, we have the first results of a particular investigation, in the interesting and significant report issued by the W. J. Barrow Research Laboratory under the title "Permanence/Durability of the Book-IV, Polyvinyl Acetate (PVA) Adhesives for Use in Library Bookbinding." It is understood that LBI had been hoping for the development of a new adhesive but, as mentioned, had not the funds for underwriting the necessary research. There will be more testing of the adhesive for other qualities.

It is too early to say that PVA is a dream come true for LBI and librarians, but it appears to be a significant development in the long history of library binding. If Barrow really has identified an adhesive which may be expected to have an exceedingly long life, it represents a technical advance.

Paper quality is still a problem. If the adhesive will keep a book together for four centuries, as is claimed, it is qualified for library use; but many librarians will be pleased if books will stand up for a much shorter time. Now that we are told that air pollution is not the real cause of paper deterioration, as we had been led to believe for many years, we must direct attention to the publisher and, behind him, to the paper manufacturer. For he, it seems, has been the real culprit all along. It appears that the binding problem may be settled before that of paper, for the publisher has his problems, too. He manufactures books for profit in a highly-competitive market. He does not produce books just for libraries. For him to manufacture two grades of paper, one for the general public and one for libraries, would probably be quite impractical.

Perhaps the solution to the seemingly unsolvable problem of paper is for libraries to reproduce printed material on film. If paper will not last, film will.

It will be many years before drastic changes occur in the form of book collections in academic libraries, but there have

been many changes in the past, and there will continue to be changes in the future. Thirty years ago, how many librarians anticipated today's prevalence of microforms, or the wide use of high-quality copying machines? We may well recall the advent of the then revolutionary space-saving microfilm, the development of good quality microprint, and the fascinating new plastics in rainbow hues that had numerous applications in libraries. We were even concerned about spiral binding!

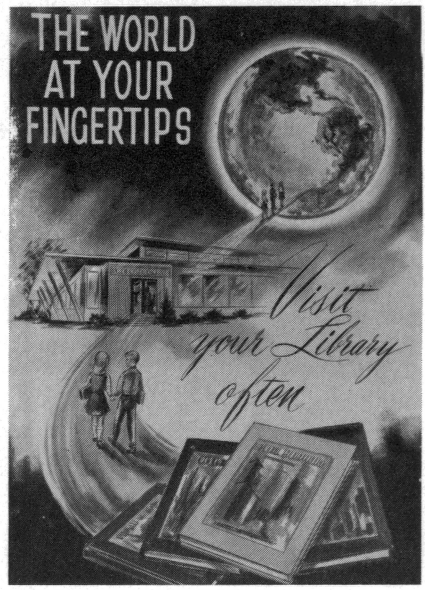
Some electronic devices may affect binding, although information retrieval, when it becomes common, is more likely to increase the use of libraries and produce still more binding, as will Federal aid for higher education which will increase the size of libraries.

Modification in the form of library collections will be gradual and may come about because of paper quality and need to meet demand. Poor quality of paper on which books are printed may be a partial reason for change, although this alone would not precipitate it. The urgent need to have material immediately available to any reader seems the more likely reason for modification in the form of library collections. Heavily-used libraries seldom fully meet demand because few can stock enough copies. The answer to both paper quality and insufficient copies seems to lie in resorting in greater extent to photographic reproduction. Carrying this out to dream-like proportions, if original material were put on film with only the film issued to readers, a volume, once bound, might be expected to last indefinitely. Normal-size copies could be produced directly from the original print or from the film itself. Existing duplicating devices can do this, and copying machines of the future are likely to be even more efficient. Whole books or portions of books as requested might be provided free to readers. The IBM "Walnut System" is the prototype of this dream library of the future. While scholars might see objections to the dream library, the advantage of having material available might outweigh them.

Byproducts of a change to film would be elimination of theft and mutilation. There would be no books to steal or mutilate!

The temptation is great to discuss the next step in the hypothetical library of the future. It involves communication. Facsimile reproduction over leased cables or by radio transmission is already on the market for sending copies of material to other libraries, but it is rather expensive. The use of unattended teletype, with conference calling, greatly expedites the process of locating material and requesting interlibrary loans. (The TWX Directory lists 118 libraries in the United States with teletype connections.)

We are on the threshold of unprecedented technological changes in libraries as elsewhere, greater than any that have occurred before. There can be no more auspicious time for cooperation and understanding between librarians and binders. The scope of federal financing is such that the size of academic libraries will increase beyond anything we now envisage. The great collections will have to be maintained; and the material will have to be made available, in what form only the future will reveal. Changes have implications for binders just as they do for librarians. It is urgent for the two to cooperate. They need each other.

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# THE LIBRARY BINDING EXPLOSION

By Dudley A. Weiss, *Executive Director and General Counsel*
*Library Binding Institute*

It is fashionable today to describe everything in terms of "explosions." Characteristic of any explossive is that one blast tends to detonate other explosive situations so that a chain reaction sets in. This is what has happened to the library binding industry as a result of the increased tempo of spending for education.

Basic to the educational process are teaching materials, and fundamental to these is the written word which must be preserved or maintained for current and future use. The problems incident to this rather simple statement of fact are complicated and important —and merit the serious attention of librarians, educators, library binders and all those concerned with the fiscal aspects of library and school administration. Ultimately, this question must be asked: How much does it cost my library every time a volume is used or circulated?

The lower the cost per use or circulation, the more mileage a library gets per dollar expended. The longer the life of a volume now in a library's collection, the more funds available for other purposes. This is the economic justification for library binding and is significant in itself, although in the case of periodicals, library binding is necessary to preserve a volume, even in these days of photographic and electronic devices for storing data.

The proliferation of materials and available funds justifies a fresh look at the whole subject of library binding by library binders and their librarian customers. The starting point is the same: neither has much control over the physical characteristics of the book or periodical. Publishers determine the quality of the paper, the layout of the pages and format (such as size of inner margins, etc.), thickness and similar specifications. Added to that is the absence of much control over reader habits of use and abuse. Admitted that these are the materials with which we have to work, there is much that we can do to establish and maintain a truly efficient and economical system of maintianing the written work in our schools and libraries.

At the outset must be the recognition that this is a joint problem requiring a joint solution. More precisely, it is a conglomerate set of problems, ranging over many areas and involving others in developing solutions. For example, librarians and library binders may agree on the need for adequate inner margins in volumes, but without cooperation from publishers, no solution is possible. A common effort should be pursued individually between associations representing them.

Fundamental to any common action must be the recognition by each of the problems of the other. Library binders must recognize the importance of service and continue their efforts to reduce processing time for binding volumes. Librarians must recognize the need for scheduling arrangements intended to minimize peaks and valleys in a bindery, so that full use may be made of production facilities over the entire year.

This scheduling is extremely important in periods of rising prices for all things which library binders buy, substantial increases in wages, and in the cost of borrowing money. The only way a businessman can continue in business under such conditions is to pass increases in costs on to customers in the form of price increases—or to absorb them by increasing productivity per manhours—or absorb them out of profits. Over the past several years, the prices of library binding have increased at about half the rate of the price of new books and periodicals. This has been largely the result of the retooling of the industry with the introduction of new equipment, increased production per manhour and cost increases absorbed out of profits.

It would seem to be very important to both librarians and library binders to prepare and maintain schedules enabling full and continued use of productive facilities. Similarly, since most all businessmen borrow money, librarians can reduce a binder's dependence upon such financing by expediting payment of invoices.

One of the elementary aspects of maintaining collections is the recognition that it requires a system in the library. It is true that it is simple to buy library binding today (and be assured of top quality) merely by specifying binding according to the LBI Standard, for every Certified Library Binder must warrant that his work meets the Standard unless otherwise stated on his invoice. But that is only one phase of maintaining collections: within this issue of THE LIBRARY BINDER is a Check List for a Management Audit of Library Binding Procedures. Periodically, each library should audit

its procedures to insure that it is operating at maximum efficiency.

Probably no one can accurately foresee or forecast the implications and consequences which will flow from our massive national concentration on education, but this much is certain: we have the resources of skill and competence and the equipment to insure the availability of books for readers, despite their proneness to deteriorate. What is required is the will of librarians and library binders, working together, to develop our technology for maintaining library materials.

## MARIAN OSTERBY RECEIVES LBI SCHOLARSHIP AWARD

At the 85th Annual Conference of the American Library Association held in New York City in July, Mrs. Marian L. Osterby of Centralia, Washington, was named winner of the $1000 Library Binding Institute Scholarship.

Mrs. Osterby, who is working for a Master's degree at the University of Washington's School of Librarianship, has worked for nearly nine years in various libraries, starting with the Centralia Public Library's order department. She is now serving as chief order clerk in the Timberland Library Demonstration Project.

The Library Binding Institute Scholarship is awarded annually by the American Library Association to a worthy United States resident student to further his or her library education. The award is administered by the Library Education Division of ALA.

Mrs. Osterby was cited for showing every promise of being "an outstanding student in the library science program at the University of Washington . . . and of becoming an outstanding member of the library profession."

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# CHECK LIST FOR A MANAGEMENT AUDIT OF LIBRARY BINDING PROCEDURES

*EDITOR'S NOTE: During recent Senate Hearings on the extent of Federal aid for elementary and secondary schools, Wilbur Cohen, Undersecretary of Health, Education and Welfare, advised the Senate Education Subcommittee that the proposed Senate measure provided far more money than the nation's schools could effectively use. "This huge and generally unexpected addition of new money would result in wasted funds, inadequately planned expenditures and projects which would not carry out effectively the purposes of the Act." Because much of the federal legislation providing funds for libraries—whether public, school, or university—provides for the expenditure of funds for library binding, many libraries are reviewing their administration and procedures affecting their library binding programs. The following check list for a management audit of such procedures is based upon a study of many libraries and the recommendations of librarians particularly skilled in this area of library administration. Additional copies of this check list are available from LBI on request.*

| HAVE YOU ESTABLISHED A SOUND SYSTEM WITHIN YOUR LIBRARY? | *Yes* | *No* |
|---|---|---|
| 1. Do you have a set of defined procedures with assignments of authority and responsibility? | ___ | ___ |
| 2. Is it in writing? | ___ | ___ |
| 3. Do you have a budget adequate to maintain your collection for reader usability? | ___ | ___ |
| 4. Do you classify library materials on a functional or end-use basis? * | ___ | ___ |
| 5. In deciding whether to rebind, prebind, discard a volume and buy a new one, do you determine cost per circulation or use of the volume? | ___ | ___ |

| HAVE YOU ESTABLISHED GOOD BINDING PRACTICES? | *Yes* | *No* |
|---|---|---|
| *Delivery, Shipping, and Invoice Practices:* | | |
| 1. Have you established a regular schedule for shipments to the bindery worked out with your binder? | ___ | ___ |
| 2. Do you return pick-up cards promptly to bindery? | ___ | ___ |
| 3. Do you pack all volumes? | ___ | ___ |
| 4. Are they available for shipment in absence of library personnel or when library is not open to public? | ___ | ___ |
| 5. Are volumes carefully packed so loose pages won't fall out? | ___ | ___ |
| 6. Are valuable volumes segregated or identified? | ___ | ___ |
| 7. Are periodicals tied together by series? | ___ | ___ |
| 8. Is material packed so that like material is in like cartons? (i.e., do you separately pack circulation volumes, reference, and rare materials and identify cartons by contents?) | ___ | ___ |
| A. Are volumes further separated by type of treatment they are to get—(i.e., LBI Standard Library Binding, Lumspecs, fine binding, etc.) ? | ___ | ___ |
| B. Are sets packed together? | ___ | ___ |
| C. Are foreign articles removed from books (paper clips, bookmarks, etc.) ? | ___ | ___ |
| 9. Do you discuss materials requiring special treatment with your library binder? | ___ | ___ |
| 10. Do you identify RUSH items? | ___ | ___ |
| 11. Do you use binder's invoice system? | ___ | ___ |

| *Book Volumes:* | *Yes* | *No* |
|---|---|---|
| 1. Do you give binder total number of volumes in shipment? | ___ | ___ |
| 2. Do you underscore titles and authors, editors, pseudonyms, etc. on title page? | ___ | ___ |
| 3. Do you use binder's slips for specific colors, transliterations, abbreviations, lettering of foreign titles, call numbers, special instructions? | ___ | ___ |
| 4. Do you write call number on back of title pages if not on binder's slip? | ___ | ___ |
| 5. Do you tie sets together or otherwise indicate that they are to have identical binding? | ___ | ___ |
| 6. Do you send sample volumes or rubbings if matching is necessary? | ___ | ___ |
| 7. Do you list important reference volumes? | ___ | ___ |
| 8. Do you identify ownership on other than covers or flyleaves? | ___ | ___ |
| 9. Have you filed general instructions with your binder covering the following: | | |
| A. Preferred colors | ___ | ___ |
| B. Use of decorated covers | ___ | ___ |
| C. Style of lettering | ___ | ___ |

* For list of recommended classifications see LBI

E. Matching sets ___ ___
F. Stampings ___ ___
G. Handling of volumes with missing pages ___ ___
H. Handling of volumes where extraordinary work is required (such as guarding, handsewing, excessive mending, etc.) ___ ___
I. Discretion to depart from standing instructions if required by processing. ___ ___

*Periodicals:* *Yes* *No*

1. Do you begin preparation for binding when a serial is ordered? ___ ___
2. Do you check for missing issues before sending a series to your binder? ___ ___
3. Do you determine what is to be bound in and what eliminated (ads, etc.)? ___ ___
4. Do you determine whether a bulky periodical is to be bound in one or more volumes? ___ ___
5. Do you specify "Publisher's Arrangement" for placing of index, title page, etc.? ___ ___
6. Do you specify standardized lettering? ___ ___
7. Do you keep a binding record with following data? ___ ___
   A. How and when published (i.e., what is a volume)? ___ ___
   B. Where and when index is published? ___ ___
   C. Binding instructions (collating, color, lettering)? ___ ___
   D. Date sent to binder and returned to library? ___ ___
8. Do you tie together (or otherwise indicate on master slip whether binding is to be in single volumes, divided, etc.)? ___ ___
9. Do you list all titles and numbers of volumes of each title? ___ ___
10. Do you put removable binder's slips in each volume under first cover with edge extended or secured with tying (not staples or paper clips)? ___ ___
11. Have you furnished general instructions to your binder? ___ ___
12. Do your general instructions cover the following: ___ ___

*Collating:* *Yes* *No*

A. Where to place index and supplements? ___ ___
B. How to treat covers, ads, extra-textual material (e.g., book reviews, letters to editor, etc.)? ___ ___
C. How to treat publishing freaks (e.g., index beginning on verso of title page or contents page)? ___ ___
D. Treatment of and placement of larger maps, charts, etc.? ___ ___
E. What to substitute for lack of title page? ___ ___
F. How to divide thick volumes? ___ ___
G. Whether to use colored sheets for dividers (in multiple volumes bound together, separation of index from extratextual materials, etc.)? ___ ___
H. How to handle missing issues, missing or mutilated pages (return, report, order or stub)? ___ ___

*Binding:* *Yes* *No*

A. Do you indicate color preference on new bindings or substitutions for discontinued color? ___ ___
B. Do you indicate size changes (where format does not permit old size or ordinary trim)? ___ ___
C. Do you indicate handsewing where necessary? ___ ___
D. Do you indicate extra work where necessary? ___ ___

*Lettering:* *Yes* *No*

Do you instruct as to following:

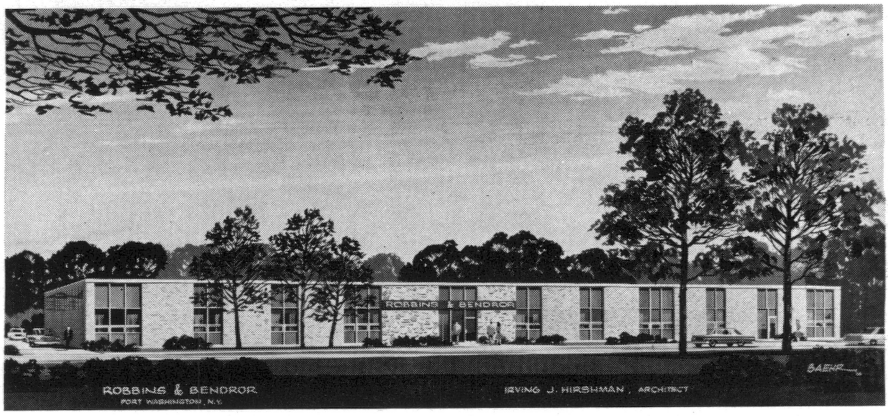
A. Pattern or rubbings if record not on file with binder? ___ ___
B. Preference of lettering on divided volumes (parts or page numbers)? ___ ___
C. Abbreviations where necessary? ___ ___
D. Lengthwise lettering where necessary? ___ ___
E. Standard or regular finish? ___ ___
F. Imprints? ___ ___
G. Call numbers? ___ ___
H. Do you follow Recommended Practices for Periodicals?* ___ ___

* See pp. 27-30 of the LBI Handbook for Library Binding.

## THE NEWS IS OUT

Rumor has had it for some time that the *Oversewing Machine Company of America* has something up its sleeve in connection with a new machine it is starting to market.

A recent communication sent to the company from a religious institution was addressed: "Oversexing" Machine Company of America. This prompts OMCOA to state that the implication is entirely false.

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# PROFESSIONALISM IS KEY IN THE NEW LIBRARY

By Gerald George

*Reprinted by Permission of the* National Observer, *as Appearing on August 29, 1966*

A high-ranking administrator in the American Library Association grins when he tells this story, but he's not kidding. One of the proudest moments of his life, he confesses, was when Playboy magazine chose a girl who worked in a library as its "playmate of the month." The administrator didn't know the girl, but with the full-color unfolding of the young lady's physical charms on Playboy's pages, the ancient and enduring image of the librarian as bespectacled maiden aunt took quite a substantial beating.

The American Library Association is frankly at war with maiden aunts; or more accurately, with maiden aunt-ism. Maiden aunt-ism is the notion that spinsterhood is a prerequisite, or at least a good reason for going into library work. It is the idea that the wallflower or the social misfit or the dried-up bookworm should seek librarianship as shelter. It is the notion that if you don't quite make it elsewhere in life, the library is the place for you.

Librarians now find evidence that this notion is dying, but it still is enough alive that it chafes people in the field and keeps others out. This destructive image is no joking matter. In 1965, library schools received 36,000 vacancy notices from the nation's libraries and graduated only 3,115 professional librarians.

Therefore, if the American Library Association doesn't want all these jobs filled by maiden aunts, who is wanted and needed? What are the opportunities? What does a librarian do in the mid-Twentieth Century if not simply check out books, catalog, shelve, and hide out in the stacks? What kind of careers are young librarians finding? And what do they like and dislike about their work?

The answers are surprising—and varied. Some librarians are extending bookmobile systems through the sandhills of Nebraska, while others are experimenting with "bibliotherapy" in urban mental hospitals. A librarian may be a quiet scholar if he wants to—there are plenty of opportunities for that—but he may also be a cultural evangelist. Or, as a public-library administrator, he may be up to his ears in local politics.

In the large branch-library systems that are the trend today, there eventually won't be any "cataloging." The term will be "bibliographic organization." Maiden aunts probably won't do it because ther aren't likely to know how. "Systems analysts" will do it, including librarians familiar with the use of computers.

One of the best places to learn about this development in librarianship happens to be an ivory tower, but that is merely a coincidence. The East Tower of the Harper Memorial Library on the University of Chicago campus contains the offices of the university's graduate library school, one of the nation's best. The dean of the school, Don R. Swanson, is a physicist by training.

Dean Swanson is now preparing to publish the results of a project financed by the National Science Foundation, a project that will raise questions about the common library card catalog. In most libraries, the reader now must know either the author, the title, or the subject of a book to find it in the card catalog. But every day people look for books without having any of that information. "The one I want has a blue cover," someone tells the librarian. Or, "This book has a map in it that I want; I know what the map shows but I don't know what the book is."

That's the kind of question asked in Dean Swanson's research; What do people remember when they try to find a book? And can you incorporate such things into automated book catalogs, so that even if a reader doesn't know author, title, or general subject of the entire book, he won't have to go home empty-handed?

*Mrs. Woolpy and new clickety-clack in library*

This is the kind of thing that excites pert 25-year-old Carol Woolpy about librarianship right now. As a graduate student in the

library school at Chicago University, she worked with Dean Swanson on the project; and now she is involved in a project that will lead to the automating of Harper Library. She's the "assistant systems librarian" under "systems analyst" Charles Payne. ("We had a ball making up these titles," she grins.) And over the clacking of awesome electronic machines through which "input operators" are running magnetic tape, she explains the objective:

"No library has the time or space or money to put everything we need to know about a book into a conventional catalog. But if we can store this information in magnetic form in computers, we can have automatic indexing. We can use machines in ordering, cataloging, and distributing books. We can do automatic searching for book titles. We can automatically produce bibliographies for library patrons. We will have better records of books, and people will be freed from doing it all by hand."

Overcoming space and manpower problems by using computerized information-retrieval systems is not, to here, an end in itself. "If we just pile in more books at less cost," she argues, "I don't think we'll really have done anything. The value, I hope, will be in better service to patrons." Contact with a librarian who was a master at this is what drew Carol into librarianship in the first place.

As an undergraduate at the University of Chicago, Carol got a job in the biological library under a woman who "was not just a keeper of books."

"She knew the needs of the people for whom she was operating the library," explains Carol. "So often in libraries you get the feeling that things are set up to try to keep the patron from the book. But this librarian was constantly searching for better ways to help patrons. She pursued the literature of the field. She understood what machines are going to mean to libraries. She was a fine academic-research librarian. This appealed to me."

Carol discovered that library work is a field also for people who want to be generalists rather than specialists, and that was something else she wanted. She entered Chicago University's graduate library school and has finished all work for her master's degree except the thesis. The work included some algebra, some calculus, and two required courses in "library systems planning."

Does training for any kind of librarian today have to include mathetmatics and automation-oriented courses? "There's a hot and heavy battle over this," Carol says. "I think so. The Library of Congress is going to automate, and as goes the Library of Congress, so must go librarians. Every librarian will be affected. You can say you are going little file, but this seems to me just a bit shortsighted."

At the American Library Association's headquarters in Chicago, Dr. Lester Asheim speaks of automation in a somewhat less terrifying way for the non-math-minded. In his view, many kinds of librarians will need some "machine orientation." But the object will be not to learn to run machines themselves, but rather to know "whether a machine can do a certain job."

In Florida, the machine that 29-year-old Lillian Conesa is trying to master at the moment for her new library job is the automobile. Next year the trim, personable young lady takes charge of a new bookmobile operation in Dade County, Florida, which is contracting for the service with the Miami Public Library. She will supervise a crew of 19, operating vans and trailers with a capacity ranging from 4,500 to 5,500 volumes. The bookmobiles will make 40 stops a week along a 50-mile run from Golden Beach on the north to Florida City in the south.

This is a growing trend across the country—the expansion of branch library systems and of bookmobile operations to reach even more potential readers.

*Miss Conessa preparing for Bookmobile project*

Miss Conesa, who has a master's degree in library science, has served in several positions in the Miami system, including work with children. With this background she could go into a special library or even to another part of the country, where she might make more than her present $574 a month. But she's enthusiastic about the new services that bookmobiles are making possible.

"With this new job, it would take a lot to tear me away. The people are already so enthusiastic about it, calling and sending cards, wanting to know when we will start. It'll be fascinating to go into places that never have been served before—just like

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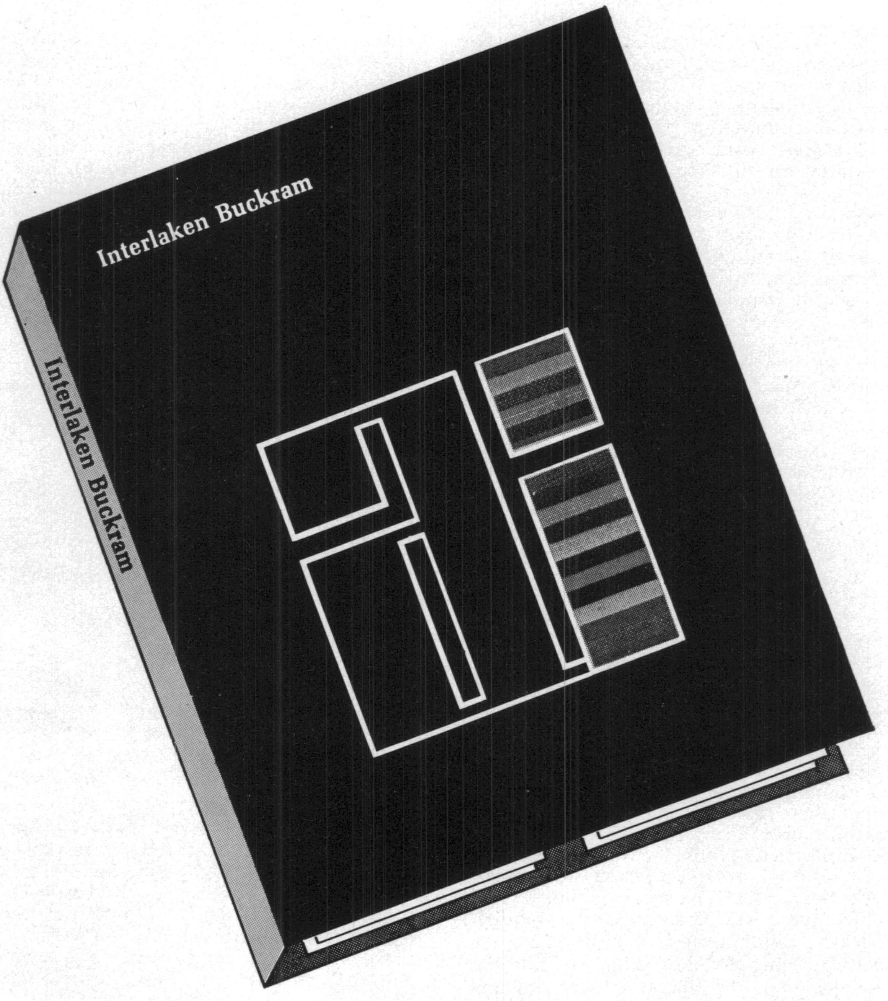


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Pioneering is a good word, too, for an even more extensive bookmobile operation in Nebraska. There, another enthusiastic librarian in her late 20s, Barbara Johnson, heads an operation that this year won a national award from the Book of the Month Club. Centered at Holdrege, Neb., the operation includes two bookmobiles that circulated 250,000 books last year to 20,000 borrowers in a 2,210-square-mile, distinctly rural area.

Because there are so many more openings than there are professional librarians to fill them, advancement can be rapid. Sandy-haired Richard Killian is head of the North Jefferson Branch of the Buffalo and Erie County (N.Y.) Public Library at the age of 24. He concedes that his $6,400 salary isn't as much as he might be getting in certain other professions. "But look," he exclaims, puffing on a cigaret with an air of enthusiastic proprietorship, "I've been working less than a year, and I have my own library and 1 professional and 10 part-time assistants working for me already.

Richard is one of the increasing number of male librarians who are determined to end "the long-suffering lady stereotype" of the librarian, as he calls it. Reports Dr. Asheim of the library association: "In the majority of the library schools, you still see more women than men. But there are more men than there used to be." And says George Alfred, 28-year-old head of San Francisco's Bayview branch library, "Men are considered first for the top administrator positions."

There's something else in Mr. Killian's work that is attractive to many librarians today and that will be an important part of library work in the future. His branch is in a heavily Negro section of what once was a prosperous white community. "I'm working with underprivileged or deprived children," he explains. "It's a challenge to get them into the library. Except for our efforts, these people probably wouldn't be reading our books today."

*Mr. Killian, a young man with a big job*

Mr. Killian, Miss Conesa, Miss Johnson—they are all public librarians, the kind that the public sees most. But there are other kinds of librarians, almost an infinite number of other kinds.

There are academic librarians, who may combine teaching with a job as a college librarian or as a director of a rare-book, specialized library. There are law librarians, many of whom have law degrees.

There are aerospace librarians—any kind of technical field holds specialized opportunities for librarians. There are Government librarians of several kinds, including archivists. There are art librarians and music librarians, relatively popular fields at the moment. And there are medical librarians, who supervise libraries for patients as well as doctors.

Some medical librarians are experimenting with a field called bibliotherapy, based on a theory—not yet universally accepted—that a certain kind of reading can help mental patients recover or will elicit from them responses that will help doctors analyze their illnesses.

Businesses, all kinds, are also building their own libraries. The library school at the University of Chicago recently placed a girl with a large dairy company. Requests for librarians came in from ad agencies, banks, brokerages, and even leather-tanning companies.

Special libraries generally pay better salaries than public libraries. But there is not so much room for climbing in position or salary in a special library. Top public librarians may make more money.

Librarians beginning their careers with at least a master's degree aren't likely to earn less to start than $6,000. Few start at more than $9,000. For young librarians, salary movements may be fairly rapid up to approximately $10,000. Then there tends to be what Dr. Asheim calls a "salary plateau." The highest library salaries are between $20,000 and $30,000. "You don't get to be a millionaire in this profession," he says. "It's a middle-class occupation with middle-class salaries."

The injection of Federal funds in the past couple of years has provided an "extraordinary and sudden jolt," as one librarian puts it, in the direction of better library finances. The Higher Education Act of 1965 provided Federal fellowships for library training for the first time. Many Federal programs contain provisions for library construction services, or personnel.

*In Maryland, a new look in the public library*

The shortage of "professional librarians" persists partly because the library association defines many library employes out of the profession. A person is a "professional librarian" if he has at least a master's degree in library science. Graduate library studies are available only at 35 colleges and universities in the nation, though the number is growing. Any librarian without graduate education is considered "subprofessional." The association officially discourages library-science training for college undergraduates, fearing that such course work would take the place of some of the broad, general academic work that the association considers essential for a good librarian.

But the association is mounting a "serious review" of "the many different levels at which library service can be performed," as Dr. Asheim says. Out of this may come some sort of "associate librarian" status.

Opportunities for professional recognition within the American Library Association are open to members of ethnic and racial minority groups. Negroes now hold many supervisory positions in libraries. And a few, such as Mrs. Alma Jacobs, are chief librarians.

Mrs. Jacobs is chief librarian at Great Falls, Mont., where she finds that "being a Negro doesn't make any difference." But Negro librarians in many other places tend to find what Jews, and even to some extent Catholics, run into. As one librarian explains it: "The person chosen to head a community's library is a person who meets general community standards—that usually means a WASP (White Anglo-Saxon Protestant)."

Ultimately, the status and attractiveness of a career as a public librarian depends on something obvious enough to be overlooked: Library boards. Public librarians must convince public-library governing boards that professionals are really needed. And there is no increased budget for books or exciting new bookmobile service without some board's approval.

The public is becoming more interested in library services and more appreciative of what libraries can do, librarians generally agree. But few communities yet spend more than 2 per cent of their public funds on libraries, and to dedicated librarians such as Jerome Cushman of the UCLA library faculty, that's hardly enough.

In too many communities, he argues, board members are given their jobs as social or political sinecures. They interfere with administrative matters rather than limiting themselves to policy. And they serve terms that are too long. In the New Orleans Public Library, where he last served as chief librarian, board members held office for eight-year terms.

But the American Library Association is working for better library boards as well as for better librarians. The two, in the association's view, go together in the battle for professional acceptance.

Dr. Asheim still may find that he has better success getting a reservation at Chicago's Pump Room if he says he is "Dr. Asheim" rather than "Mr. Asheim, librarian." But he does find the status of librarians increasing. "Sure," he says, "it's a basic requirement that librarians love book, like it's important for a doctor not to faint at the sight of blood. But more than just a love of books is needed for librarianship today."

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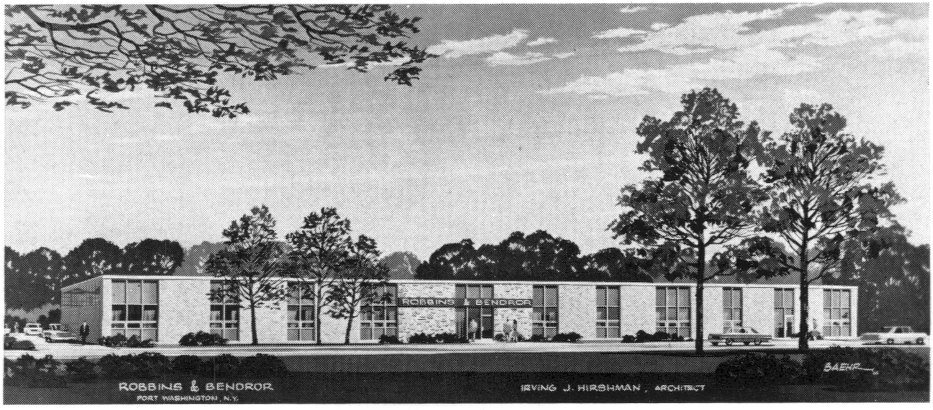


*Library Binding Institute wishes to congratulate Robbins & Bendror Associates, Inc., on the opening of their new plant at Port Washington, New York. Mr. Leo Robbins and Mr. Jack Bendror have worked for several years with the Library binding industry and with manufacturers, such as Oversewing Machine Company of America, Inc., on the development of sophisticated processing equipment involving complicated electronics and hydraulics mechanisms. Because of their efforts, library binders have been able to greatly improve output per manhour. Good luck in your new facility!*

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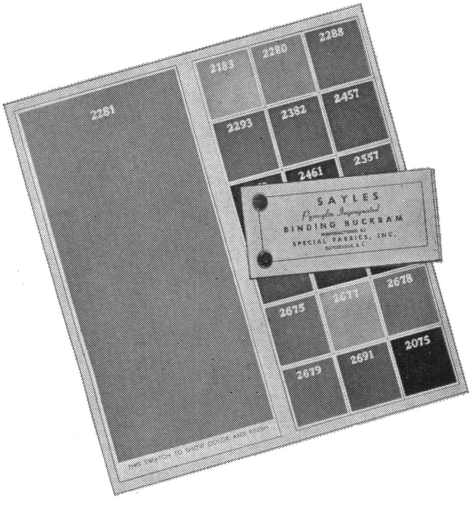


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# LONG "LOST" SCHERER LIBRARY "REFOUND"

By Cliff Miller

*Western Reserve University*

*Editor's Note: This story began when Dr. Peter Salm related his story to the author, a staff member of the University Public Relations Department. Miller assembled the facts and sent the story to a newspaper in Germany, where it first appeared. It was later written up in a number of newspapers throughout the United States through the efforts of one of the large syndicated news services.*

Few Americans have ever seen a first edition of a book by Johann Wolfgang von Goethe, the author of "Faust," but Dr. Peter Salm, chairman of the German department of Western Reserve University, Cleveland, Ohio, is overwhelmed by a constantly growing pile of them.

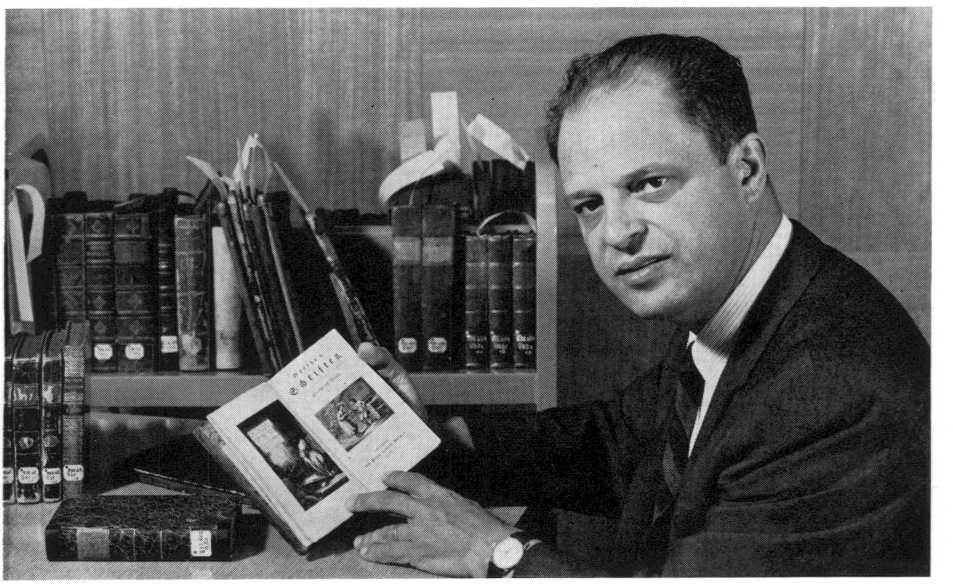
They are newly found treasures, part of the long "lost" Wilhelm Scherer Library which was suddenly re-discovered in Western Reserve University's Freiberger Library by a surprised Professor Salm . . . and many of the books are priceless!

"It is impossible to estimate their value because they are too rare," explained Dr. Salm. "They have not been auctioned in recent times and most copies existing today are found only in museums." Most of the books are quickly moved to the "Rare Book Room" as soon as they are found.

Wilhelm Scherer was one of Germany's most famous philologists and literary historians. Until his death in 1886, he held the chair of German philology and literature at the University of Berlin, Europe's most influential spot in "German Studies."

Scherer created "Scherer School" that used the methods of the natural sciences to analyze literature. The "Scherer School" dominated both Germany and America until the 1920s, when it gave way to the literary standards appearing in the wake of World War I.

Scherer's awesome library of 12,000 volumes was purchased in 1887 for Western Reserve University by Arthur H. Palmer, then WRU professor of German. He paid a mere $7,000 for it, less than one dollar a volume! Later he joined the faculty of Yale



*Dr. Peter Salm of Western Reserve University, displays title page of book of Goethe*

University.

Meanwhile, the WRU Scherer Collection mingled with other books in the university library and lost its identity.

Today, as the books are rediscovered, there is no question that Western Reserve's library compares favorably with the world's most outstanding centers of learning by virtue of first editions of the great Goethe's works alone. However, several other extremely unusual books have also been found. Exceptional among them is a rare first edition of Martin Luther's Commentary on one of the Pauline Epistles to the Romans. Printed in 1522 during Luther's own lifetime, this specific volume may have been proofread by Luther himself.

Another exciting find was the unpublished manuscript in Scherer's own handwriting titled "A concise Sanskrit Grammar," which he wrote when only 19 years old.

Other finds representing the flourishing disciplines of 19th century scholarly linguistics and 17th century Baroque literature are equally astounding. Their completeness fills many gaps in scholarly research.

Among the Goethe items is an original first edition of his first important drama, "Goetz von Berlichingen," 1773, which he published privately and anonymously at his own expense. There are also first editions of "Iphigenie," 1790; "Stella," 1776; "Pandora," 1810; and his famous anti-Newtonian "Theory of Color," 1810, with handcolored scientific tables. Especially exciting are his "Metamorphosis of Plants," "Plant Morphology," and a two-volume set printed in 1817 titled "Zur Naturwissenschaft Uberhaupt."

In Lyric poetry there is a beautifully preserved volume of "West-Oestlicher Divan," 1819. A real prize is the original, incomplete version of his novel, "Wilhelm Meisters Wanderjarhe," 1821.

Above all, however, are famous magazines full of important contributions by both Goethe and Schiller. Among them are all the issues of "Der Teutsche Merkur," from 1773 to 1809; "Die Horen," from 1795 to 1797; "Thalia," from 1785 to 1787; and "Deutsches Museum," from 1776 to 1778.

In 1910 Professor Palmer wrote to the Western Reserve University Librarian, ". . . the cost . . . was about $7,000 . . . Price paid in Berlin was 30,000 marks. I had no . . . assistants. The expense of my trip to Berlin . . . I paid myself." Professor Palmer's work was not in vain.

Today Professor Salm says the major works and periodicals will be preserved on microfilm and made available to the literary world.

*Reprinted from* Outlook, *published by Western Reserve University, Winter, 1966.*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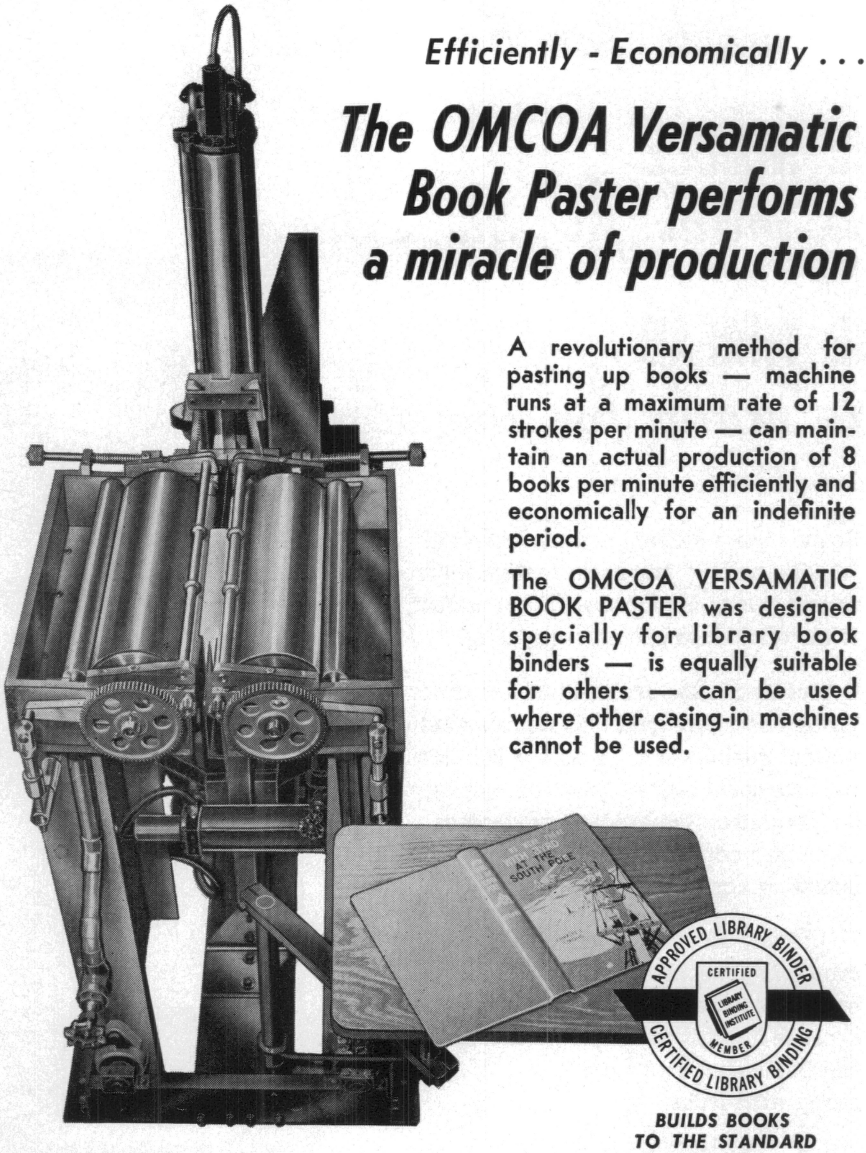


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# THE LIBRARY:

## Institutional Deep-Freeze or Intellectual Accelerator?

By Jesse H. Shera, *Dean, School of Library Science and Professor of Library Science; Director, Center for Documentation and Communication Research; Western Reserve University*

John Ciardi, writing in the Saturday Review, speaks of the library as a "quiet storage place, and what is stored there is the memory of the human race. It is a place for the soft rustle of pages and the quiet stir of thoughts over the reading tables. Ideally," he continues, "there should be a long slanting fall of light from tall windows as the afternoon goes. If there can be a fluff of elms and maples at the windows, so much the better."

Such a picture of the library is not only appealing, it also has much to recommend it, for the preservation and nurture of the products of the human mind have, from the beginning, been among the most important responsibilities of the library as a social invention. Again, John Diekhoff, in Outlook (see Winter, 1966) quotes the ancient proverb, "Knowledge keeps no better than fish." So it is easy to view the library as being no more than a kind of institutional deep-freeze for the attenuation of intellectual putrefaction. Yet the library as refrigerator would seem to be doomed by its own success, for the rate of decay of knowledge, particularly in the sciences, like the rate of acceleration, or more properly because of the rate of its acceleration, is progressing at an ever increasing pace.

In recent years the capacity of the library as refrigerator has been expanded to seemingly almost limitless dimensions by the use of miniturization. As the physicist, John R. Platt of the University of Chicago, has pointed out, it is not beyond the possibilities of present-day technology to reduce printed text to the point at which the entire content of the world's literature, not just the holdings of the Library of Congress, could be contained in a device no larger than an office desk. A few years ago Richard P. Feynman of the California Institute of Technology, suggested that, since organic life is able to store its genetic information at the ultimate molecular level, it should be possible to approach this degree of miniturization with our intellectual information by storing printed words at least near to the limits of magnification of the electron-microscope. In Germany, G. Möllenstedt demonstrated that tron "pencil" 80 angstroms wide, letters could be produced some one hundred times smaller than the limits of the optical microscope. Reduction ratios are not beyond the realm of possibility that would permit the "printing" on a sheet of standard letter-head of all the twenty million different titles that are supposed to be the world's total book production from the beginnings of graphic communication to the present.

Whether such extremes of compression will ever be necessary is not now a serious consideration. The important problem that confronts the librarian today is not one of accumulation but of access to that which is accumulated. What will it profit a scholar if the entire Library of Congress sits on his desk, if he cannot select from it that which is living, vital, and relevant to his needs? The most that any man can read, much less use, in a lifetime is trivial in comparison to the total world of books. "The trouble is," writes Professor Platt, "that we were not brought up selecting. This is the wisdom of the wise men, not that they knew but that they chose . . . We are harassed and hypnotized by print. But it is time to stop being passive about how we spend our minds. Are you not frightened by the thought of that long path of newsprint unrolling ahead of you down the years?"

Increasing the capacity of the library-refrigerator does not solve the intellectual problem of the effective utilization of knowledge. The problem of the library is not one merely of accumulation; the problem is composite—evaluation, selection, and indexing or analysis are all interrelated and intertwined. How do we know what man will profit from most when choosing his reading, and how will we know where to find it? These are the fundamental questions to which librarians of the future must seek the answers.

"When I was a young man in the University of Cambridge," said Alfred North Whitehead, "I was taught science and mathematics by brilliant men and I did well in them. Since the turn of the century I have lived to see every one of the basic assumptions of both set aside; not, indeed, discarded, but of use as qualifying clauses, instead of as major propositions; and all this in one lifespan—the most fundamental assumption of supposedly exact sciences set aside." Thus Kenneth Boulding has written in The Image, "History is so full of . . . dead branches of the tree of knowledge that we may well wonder with some trepidation whether our

to be the almost universal law [of intellectual and social fossilization] . . . Already there are ominous signs in our society of a revolt against science on the part of those who feel themselves bewildered and frightened by its unintelligible and yet seemingly magical powers . . . It is the vitality, not the particular direction of the tree of knowledge, which makes for hope in the whole course of time. It always seems to have a growing shoot somewhere. If one shoot dies another takes over. In growth we trust!"

The librarian, then, must be as much concerned with the life-expectancy of knowledge as with its accretion. The distinguished Indian librarian, S. R. Ranganathan, in the last of his five "laws" of library science speaks of libraries growing as biological organisms; not by constant and unrestricted cellular multiplication, but when the organism has reached its optimum size, by replacement. The library, however, unlike the organism, has no built-in or automatic controls to growth; the optimum size of the library varies with the needs of its society for graphic materials and the technology available for the organization and servicing of those materials. We cannot disregard the ambitions of the librarian and his zeal for accumulation for the era of the pack-rat is not yet ended. But the librarian of the future must be both destroyer and preserver, like Shelley's West Wind, driving before him the leaves of man's recorded experience.

We have all heard much of late of the knowledge explosion, but even more serious for the librarian is the paper explosion, by comparison with which the explosion of knowledge is no more than a modest crackle. These pieces of paper are the cells of the library organism, but because there is available no sure means for distinguishing the quick from the dead, the librarian is compelled to work with a steadily increasing inventory of materials and to discover new means for providing effective access to its intellectual content. Moreover, never before in the history of the human race has it been so important to the welfare of man that these graphic records be utilized by those who need them, and never before, because of the bulk and complexity of these materials, has the task of their intellectual organization and dissemination been so difficult as it is today.

Fritz Machlup, in THE PRODUCTION AND DISTRIBUTION OF KNOWLEDGE IN THE UNITED STATES, has presented an extensive analysis of the economics of what he calls "the knowledge industries." His examination of the allocation of human, fiscal, and natural resources to education, research and development, the communications media, informa-

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tion services, and related activities, is, of course, relevant to the work of the librarian, for the library is obviously an important segment of the information industry and it displays its own economic structuring, of which perhaps the most unique fact is the steadily mounting inventory mentioned above. But even more important to the librarian than the economics of his professional responsibilities is the sociology of these knowledge industries and the unique role of the library among them.

Quite obviously the librarian plays many more roles in the dissemination and utilization of knowledge than the one implicit in Ciardi's "quiet storage place," important as it is. But no one has yet studied with Machlup's thoroughness the epistemological problem of the growth and dissemination of knowledge through society, its relation to the culture, and the dependence of society upon knowledge growth. Many of us who are librarians have maintained for a long time that the function of the librarian, the responsibility that is uniquely his, is to bring to a point of maximum effectiveness the social utility of graphic records for the benefit of society. Ranganathan expressed this same objective in the first three of his five laws, when he wrote: "Books are for Use; Every Book its Reader; and Every Reader his Book."

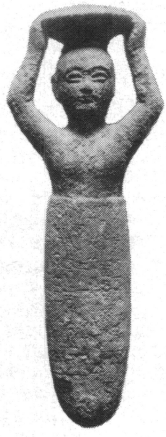
Yet the unhappy fact remains that despite our pretentions to ministering to the book needs of mankind, no one really knows or understands the subtle relationship between book and reader or the effect of reading upon individual behavior, much less the social effects of reading. The classical question of the student of communication, particularly mass communication, has long been "Who says what, to whom, and with what effect?" and in consequence much has been written about control analysis, content analysis, and effect analysis. But the results of such inquiries have largely been lacking both in content and effect. During the decade of the 1930s Douglas Waples at the University of Chicago devoted much attention to the problem of "what reading does to people," but his studies were never carried beyond a fairly extensive survey of the avenues that must be explored before his implicit question could be answered. Only the censor speaks with confidence of the influence of reading upon conduct.

The library, of course, is not an agency of mass communication. Its concern is with the individual, or at most, with individuals and groups of limited size. Yet the aim is always social—the improvement of society. For the librarian, the distinction here made between the individual and society is, in the final analysis, only one of degree. Society is an agglomeration of individuals, and the the cultural environment, or *milieu,* that the individual can achieve the maximum opportunity for development.

Thus, there are two lines of inquiry, the individual and the social, which though they may originate in and draw substantive knowledge from, areas outside the conventional boundaries of librarianship as it is usually understood, are nevertheless fundamental to the work of the librarian. From psychology, interpreted in its broadest sense from neurophysiology and related studies of the brain and the central nervous system, from logic, philosophy, epistemology, and even from electrical engineering and cybernetics can come a more complete understanding than man now possesses of the relationship between the individual and graphic records, whether that record be a book, a sound transcription, or any form of projected image that communicates a message.

In the Documentation Center of the School of Library Science at Western Reserve, we have been interested in the application of computers and other forms of automation to library operations not only because they promise more efficient ways of performing library tasks, but also because we believe that we can learn from such automata much more than we now know about the brain-book relationship and the epistemological problem of the nature of knowledge itself. From earliest times man has constructed implements, devices, and eventually elaborate machines to extend his physical powers; now that he is at the verge of fabricating mechanisms that will extend his mental grasp he must—and doubtless will—learn more about the processes of thought. So, also, the librarian, when he eventually discovers what takes place in the human brain when it confronts a library store, will be able to serve with true effectiveness as the mediator between man and the recorded experience of the human race.

Herbert A. Simon, economist, psychologist, and computer scientist, is engaged on a monumental undertaking at the School of Industrial Administration of the Carnegie Institute of Technology, which, if carried to successful completion, will have great meaning for the work of the librarian. Simon, with the assistance of computers, is investigating the phenomena of problem-solving and creativity, by regarding the latter, not as a mysterious or divinely inspired process, but as an extension of the former. Both problem-solving and creativity alike, he holds, involve a selective trial-and-error search by the thinker among many possibilities; both involve pattern-finding in an almost infinite variety of choices. Despite the present limitations of even the most sophisticated computers, Simon believes that their developing capacity "to simulate man, and



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provide a theory of human mental functions, will change man's conception of his own identity as a species."

Simon continues, "Man's belief in his uniqueness has always been the nucleus of his cosmological and ethical systems. But the conception of man's uniqueness keeps changing under the impact of advancing science and technology. With Copernicus and Galileo, he ceased to be the species located at the center of the universe, attended by sun and stars. With Darwin, he ceased to be the species specially created and specially endowed by God with soul and reason. With Freud, he ceased to be the species whose behavior was governed by conscious rational mind." With the coming of the computer, man has ceased to be the "species uniquely capable of complex, intelligent manipulation of the environment." But Simon is confident "that man will, as he has in the past, find a new way of describing his place in the universe—a way that, however different from the present one, will satisfy his needs for dignity and for purpose."

This new attack upon problems of human thought and action is breaking down the old barriers among the conventional academic disciplines, and its profound implications for librarianship are as difficult to exaggerate as they are to ascertain. Perhaps the most exciting prospect of change resulting from the new science of information processing and dissemination is that it will arrest and even reverse the progressive isolation of idea from idea and man from man which Simon regards as the "regrettable consequence of the population explosion among words," and the proper study of the librarian will not be books, but man.

## MORE ABOUT MISSING ISSUES

Library Binding Institute has received many inquiries since printing a directory of suppliers of back issues in a recent issue of THE LIBRARY BINDER. Since then, Mr. F. John Neverman, Head, Special Services, Hawley Library, State University of New York at Albany, has furnished a copy of his publication which we feel will be helpful to librarians and library binders.

The INTERNATIONAL DIRECTORY OF BACK ISSUE PERIODICAL VENDORS has been published by the State University Bookstore and is available at $1.50 per copy by writing to the Bookstore at the State University of New York at Albany, 135 Western Avenue, Albany, New York 12203.

The library is a creation of society, a social invention, that exists in a social setting, and therefore the librarian must be concerned with the sociological significance and relationships of what he does. He is concerned, of course, with what Kenneth Boulding has called the "transcript" of his culture: the mechanism by which an "image" of the world becomes established and is communicated from generation to generation. The general semanticists call this process of "image" transfer "time-binding." Not many notable scholars have failed at one time or another to give serious thought to the question of the way, or ways, in which the particular branches of knowledge have reached their present state, why they have achieved a given degree of sophistication at a particular time and not earlier or later, and what will be their course of future development. Sir William Osler touched on this problem of the origins and dissemination of knowledge when, in his biographical essay on William Harvey, he wrote: "To understand clearly our position in any science today we must go back to its beginnings, and trace its gradual development, following certain laws . . . working through the long ages; and particularly is this the case with that history of the organized experience of the race which we call science." Only a pedant would call attention to Sir William's faulty grammar to the neglect of his belief that there are laws or at least environmental conditions, working in society that determine when a discovery, invention, or advance in human knowledge takes place and the influence it exerts upon that discipline, or cluster of disciplines, to which it is related.

For several years William Goffman, of Western Reserve's Library School, and Vaun Newill of the School of Medicine, have been engaged in developing a general epidemic theory of the dissemination of knowledge. They have found that the processes by which scientific ideas develop and spread within a population of scientists appear to exhibit epidemiological characteristics and can therefore be studied as epidemic phenomena. Their aim is to apply certain powerful mathematical tools to the discovery, formulation, and interpretation of laws governing the emergence, development, and spread of ideas within a scientific community. The results of such an investigation would not only be of great importance to the librarian, who must be concerned with his role in the total system whereby knowledge is communicated through society, but also they would contribute significantly to that branch of scholarship which we have called "social epistemology"—the study of the ways in which a society or culture achieves and augments the knowledge which it collectively possesses. If epistemology is central to the

(Continued on page 31)

*The Silver Book Award was established in 1958, by the Library Binding Institute in recognition of those individuals who have made a substantial contribution to the advancement of Library Science. Each year the members of LBI in Canada and the United States are invited to nominate individuals for the awards. The Awards Committee then selects those nominees who, in their opinion, have made the most significant contributions.*

*During 1966, the Library Binding Institute awarded silver books to the following individuals: Marianne von Dobeneck, for inaugurating a book conservation program within the eighty libraries of Columbia University which has become a prototype for other large library systems; Dr. David Kaser, Administrator and Scholar, who has been the guiding spirit in the creation and building of the new Science and Medical Libraries of Vanderbilt University; Edmon Low, for his dedications to the cause of Library Science and the contributions he has made within the entire pattern of library service; James C. Marvin, who, at the request of Carlos P. Romulo, President of the University of the Philippines, planned and executed a comprehensive survey of all public libraries in the Philippines; Richard Parsons, for spearheading the resurgence of history at the state level by causing to be published titles of great import to researchers of Maryland's Chronicle; Alois Van Acken and William R. Thurman, Jr., for their contributions to the maintenance of high quality library binding through faithful service on the LBI panel of examiners.*

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librarian's responsibility to the individual, then social epistemology is essential to his professional role in society. If from electronics librarians can gain some insights into the processes of human thought and learning, then, perhaps, from epidemiology he may acquire some understanding of the ways in which a society "thinks and learns."

Perhaps enough has been said here to suggest that librarians are discovering that there is much more to librarianship than Ciardi's idyllic "quiet storage place," and that if the image, to use Boulding's term, of librarianship is changing it is because the role of the librarian is being reshaped by the paper explosion and the growing dependence of our society upon recorded information and knowledge. As a consequence of these drastic changes in the transcript and its social setting, librarians are not only being compelled to re-assess their procedures and processes, but also to prepare themselves, one might well say arm themselves, with the resources of disciplines and areas of study which in the past have not been regarded as relevant to librarianship.

In short, librarians are not only beginning to indulge in critical self-examination, but also they are coming to realize that their tasks are truly interdisciplinary, and that they must learn to communicate effectively with mathematicians, psychologists, linguists, anthropologists, research workers in medicine, and engineers. Obviously a new professional orientation is placing new strains upon the conventional librarian and is creating tensions which are engendering feelings of insecurity and inadequacy, which threaten the security of his once comfortable world with its "long slanting fall of light" and its "fluff of elms and maples at the windows." Librarianship in and of itself provides an interesting sociological example of a profession experiencing change, a profession that is threatened from without by the intrusion of disciplines that have heretofore largely ignored it.

When, in 1945, Vannevar Bush wrote of Memex, librarians regarded it as no more than a pleasant excursion into the realm of science fantasy and brushed it aside as something for the twenty-first century to deal with. But twenty years later, when the Massachusetts Institute of Technology sponsored its conference on information transfer experiments (Intrex), librarians were brought face-to-face with scientists and engineers who had been thinking very seriously about the functional design of new library services and equipment that could become operational by as early as 1970. The conferees assumed the possibility of an integrated national information network which would unite many libraries and their re-

sources into a single bibliographic instrument the full power of which could be brought to bear at any given geographical point. Within the individual library, electronic equipment would offer each user more or less immediate access to a large information store, which would be kept and processed on demand by "experienced and intelligent" computers. Users would be able to interrogate and "converse with" the store by means of tape typewriters, light pens, and television screens, all of which would be part of the user's own office equipment.

Obviously this new technology could provide much more rapid access to much larger data stores than is possible with any current library operation. At the sessions of this conference there was even some consideration of the possibility that the new electronic technology could produce a more sophisticated kind of browsing than is now possible with the leisurely perusal of a shelf of books. The "browserie" that was envisaged could be, it was said, a positive aid in providing the student with improved appreciation of the structure of a field of knowledge and an important stimulation to serendipitous discovery by the mature scholar. Mr. Ciardi's "long slanting fall of light" may yet turn out to be the beam of a television scanner.

An industrial psychologist, J. C. R. Licklider, together with a group of associates, has prepared under a grant from the Council on Library Resources, a prognostication of the library of the future, which in its major outlines seems to have established the pattern for the integrated and computer-based network for information transfer envisaged at the Intrex meeting. Probably both Licklider's "Procognitive" system and Intrex drew heavily for their inspiration upon work already in progress. At M.I.T., M. M. Kessler has, for some time, been experimenting with the adaptation of a time-shared computer system to a comprehensive citation index to the journal literature of physics (Project MAC). At the National Library of Medicine an automated bibliographic capability known as MEDLAS (Medical Literature Analysis and Retrieval System) is operational and similar undertakings are in progress at the National Aeronautics and Space Administration, and at the U. S. Office of Education. This last is concerned with the analysis and retrieval of the literature of educational research (ERIC), and for it the Documentation Center at Western Reserve is preparing an exhaustive thesaurus of the terminology of educational research.

Plans are also in progress for an information system that will unite in a computer-based network the research libraries of the country (EDUCOM) which, at the moment has its central administrative headquarters at the University of Michigan, and the Library of Congress is also deeply involved in the automation of its services. At the state level, for example, the college and universities of Ohio have been considering the possibility of an information center and computer network that would bring into an integrated system the totality of their information resources.

There are many problems that remain to be solved before these innovations prove themselves; some efforts will be blind alleys while others would appear to be derived from misunderstandings of what the library process involves. But science itself had to struggle through long centuries of alchemy, astrology, divination, and the doctrine of signatures. Librarianship has moved a long way since 1876, when Melvil Dewey published the first edition of his Decimal Classification and Charles A. Cutter established his rules for the organization of the library catalog. It is not surprising that no one yet knows what the shape of the library of tomorrow will be; one can be certain only that fundamental changes are taking place under the impact of an infusion of new concepts from a variety of academic disciplines. Meanwhile, Ciardi's "quiet storage place" with its "soft rustle of pages and the quiet stir of thoughts over the reading tables," may well become the nest that will hatch those scholars destined to break down the ancient barriers that so long have separated idea from idea and man from man.

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Mr. North joined the Sayles organization in 1938, and transferred to its Special Fabrics division in 1946. He became Vice President and Sales Manager of Special Fabrics, Inc., in 1960.

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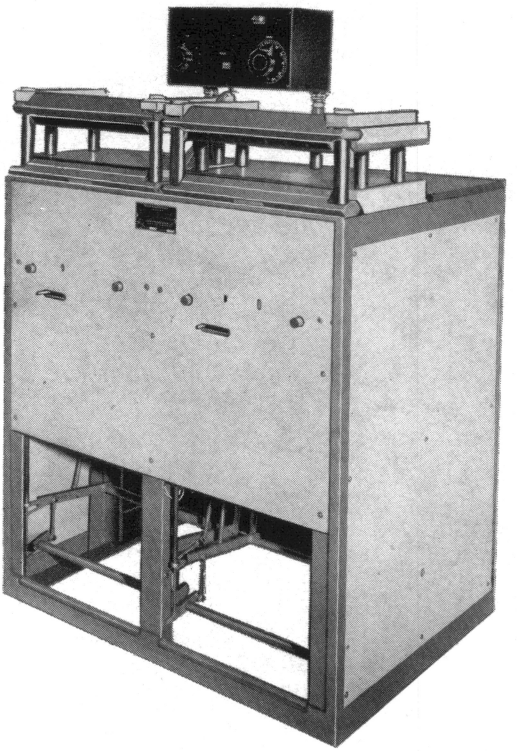

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